

HOST SUPERVISOR TOOLKIT



**A guide for career-ready placement
host organisations**

Thank you for hosting a University of Newcastle student for their career-ready placement. This toolkit provides valuable tips to ensure a rewarding and positive supervision experience.

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SUPERVISION

What is supervision?

Supervision involves monitoring the student's learning experience, progress, and practice during a career-ready placement. Industry partners and university staff collaborate to administer, manage, observe, educate, support, and supervise the student's progress. Quality supervision and support are central to a positive experience for both students and host organisations.

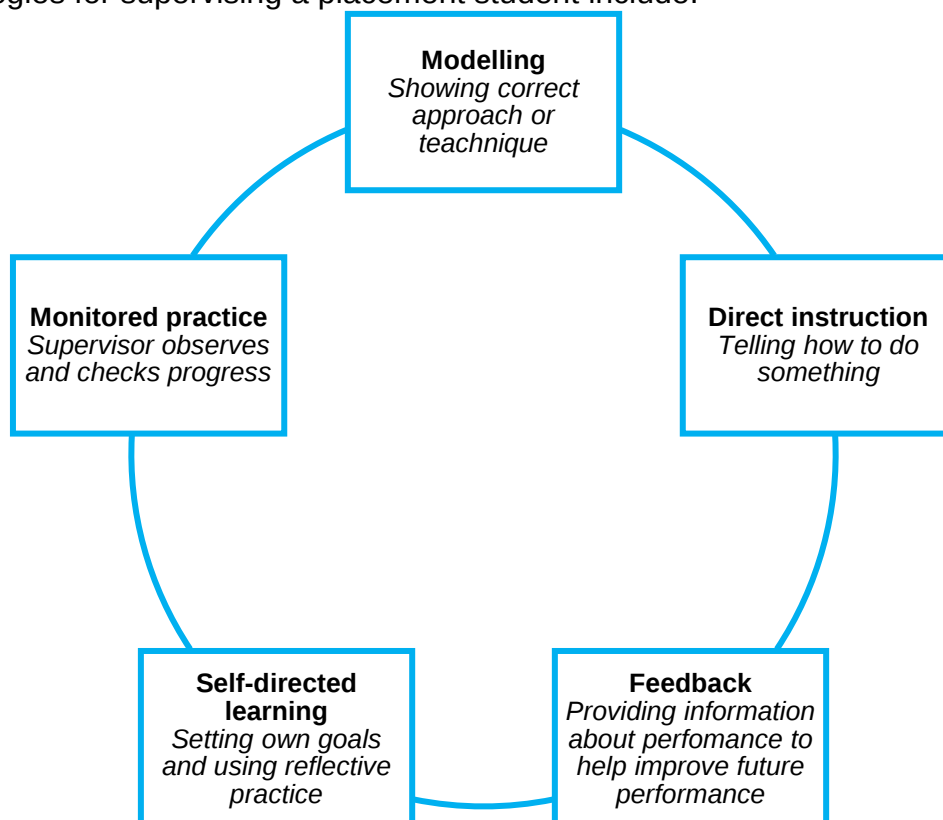
The purpose of supervision is to help students develop their skills, guide and manage their work, and formally recognise their professional practice and learning. Ongoing supervision provides opportunities to give constructive and meaningful feedback to students about their performance and concerns, as well as to receive feedback from students about their experiences and learning.

Student supervision – good practice

University staff, along with approved placement host supervisors, facilitate the supervisory process and encourage students to actively participate in learning and workplace relationships. It is crucial that both the host supervisor and the student understand the importance of the student's active participation in their learning, within the bounds of work, health and safety, training, and ability.

By providing ongoing support and guidance, students can apply their theoretical knowledge through career-ready placement activities, fostering a mutually beneficial relationship between the student and the host organisation.

Some strategies for supervising a placement student include:



PREPARATION

Your role as a host supervisor

The roles and responsibilities of the host supervisor will vary according to the discipline, profession, and type of career-ready placement activity undertaken. Placements are intended to be mutually beneficial for both the student and the host organisation. We hope you enjoy this opportunity to share your interest in your work and your organisation.

To support a positive placement experience for you and your student(s), we ask that you review the following checklist prior to the student commencing their placement:

Induction and Orientation

- ☐ Provide an induction on relevant work, health, and safety policies and procedures, including:
 - ☐ Work, health, and safety requirements, including first aid
 - ☐ Fire, emergency, and evacuation procedures
 - ☐ Policies on harassment, bullying, anti-discrimination, codes of conduct, and ethical guidelines
 - ☐ Confidentiality and privacy requirements
 - ☐ Internet, email, and phone policies and protocol
 - ☐ Business etiquette
- ☐ Ask the student to provide their emergency contact information.
- ☐ Provide an orientation to tasks/activities and your organisation.
- ☐ Share expectations regarding attendance, procedure compliance, and professional behaviours at the beginning of the placement.

Resources and Support

- ☐ Provide any resources, facilities, specific instructions, training, or tools that the student needs to succeed in their placement.
- ☐ Ensure the student has the necessary equipment, such as a workspace, computer, software, and access to relevant training.
- ☐ Provide a list of any specialised safety clothing or equipment the student is required to obtain prior to their arrival (if you are unable to provide or loan directly to them).

Learning and Development

- ☐ Discuss learning objectives with the student and suggest or provide learning opportunities to help them achieve these.
- ☐ Develop a communication plan with the student and meet regularly in person or online to provide support, supervision, and constructive feedback.
- ☐ Assist the student in developing their professional networks as appropriate.

- ☐ Encourage the student to evaluate their performance by reflecting on their experiences.

Monitoring and Feedback

- ☐ Monitor the student's attendance and sign their timesheets where applicable.
- ☐ Meet with the student at the midway point of their placement to discuss progress and address any issues or concerns.
- ☐ Meet with the student at the end of their placement to review the experience, acknowledge their contributions, and provide mutual feedback.
- ☐ Complete necessary supervisor evaluations that form part of the student's assessment (where applicable).

Safety and Intellectual Property

- ☐ Ensure both you and the student understand the Intellectual Property implications of the placement experience.
- ☐ Provide a safe working space and identify any areas of possible risks in the tasks assigned to the student, developing strategies to eliminate or minimise these risks.

Insurance

University insurance

The University maintains several insurance protections which may apply to students undertaking a placement including General and Product Liability Protection, Professional Indemnity Protection, Medical Malpractice Insurance, Group Personal Accident Insurance, and Travel Insurance.

The insurance cover will apply differently, based on the nature and location of the placement. Students undertaking an approved placement will be covered subject to the conditions, limits, and exclusions of each insurance policy. Note, there is no University property insurance for loss or damage to any personal property (vehicles, equipment, clothing, etc.).

See the [Career-ready Placements Insurance Summary](#) for more information. This summary contains key information regarding cover, general limits, exclusions and Claims.

We can provide you with a copy of the University's Certificate of Currency for a relevant insurance policy upon request.

Host organisation insurance

For your organisation to become an approved placement host, you require the following current policies:

- Public Liability Insurance
- Professional Indemnity Insurance
- Personal Accident Insurance
- Medical Malpractice Insurance (where applicable)

Where placements are unpaid, students are not an employee of your organisation and therefore no Workers' Compensation applies.

If students are paid by your organisation, they will enter an employment contract with your organisation. This means they will be covered by your organisation's insurance policies, including Workers' Compensation. Employment arrangements must also comply with the [Fair Work Act 2009](#).

Placements and the Fair Work Act

[The Fair Work Act 2009](#) applies to all employees in Australia including those participating in the career-ready placement program. It is important for both host organisation and student to understand their rights and obligations under the Fair Work Act 2009 when participating in the program. Formal work experience arrangements are recognised by the Fair Work Act 2009 if they meet the following criteria:

- The host organisation is a national system employer.
- The placement is a compulsory requirement of the student's degree.
- The degree is authorised under Commonwealth, State or Territory law.

Are you ready for a placement student?

When your student commences their placement in your workplace, you can help them by clearly articulating your expectations. You should have a solid understanding of the type of project or tasks you would like the student to be involved with. Review this information and discuss it with the student. Students are eager to excel in their placements, and having clear performance expectations can greatly enhance their ability to do so.

You may consider using the [Induction Checklist Template](#) and the [Day 1 Induction Schedule Template](#) at the end of this document to assist with preparing for your placement student.

Roles and responsibilities while undertaking a career-ready placement

You, your student and the University all play an important role in ensuring the career-ready placement experience is mutually beneficial for all stakeholders and that the reputation of the program is upheld.

The roles and responsibilities of the student, University staff, and your organisation are outlined in the following:

- [University of Newcastle Work Integrated Learning Policy](#)
- [Work Integrated Learning and Career-ready Placement Management Procedure](#)

Intellectual Property (IP)

We understand intellectual property (IP) is important to your organisation. It's important to note that, unless otherwise agreed between your organisation and the student/s, any IP created by the student/s during a placement will usually remain the property of the student.

If required, it is your responsibility to enter into a separate agreement with the student regarding IP rights ownership. This may involve having the student sign relevant documentation to transfer IP, typically in the form of a Deed Poll.

Relevant considerations might include:

- Has the IP been created using your resources?
- Was the student part of a team whose combined work created the IP?
- Was the student building on work that had already commenced by your organisation (i.e., 'background' IP) as part of the project?
- Are there any proprietary or privacy concerns around the IP?
- Is the IP created valuable? How likely is it that the IP will generate commercial return?
- Did university staff also support the creation of the IP?
- If students require reuse of created materials in a work portfolio or similar, are you willing to grant them permissions to do so?

DURING THE PLACEMENT

Activity or project schedule

We strongly recommend collaborating with your placement student(s) to identify their learning objectives and develop an activity schedule that reflects approved placement tasks, timelines and outcomes. An [Activity Schedule Template](#) is provided at the end of this document. If the tasks have changed substantially from those originally agreed to, please discuss this with the Course Coordinator.

Helpful tips

Here are some suggestions to ensure that the placement student makes a valuable contribution to your workplace:

- **Develop an activity or project schedule:** This helps the student manage their responsibilities and allows you to track their progress.
- **Explain the bigger picture:** Help the student understand how their project or task fits into your organisation's goals or strategy.
- **Demonstrate tasks:** Ask the student to demonstrate a task to ensure they fully understand what is required.
- **Encourage questions:** Encourage the student to ask questions and approach you with any problems they may be experiencing within the workplace.
- **Regular feedback:** Set up a regular time to provide feedback to the student and discuss the progress of the project or their assigned tasks. The student will appreciate having a designated time to ask questions and review their work.
- **Offer praise:** Be generous with your praise. If a student is doing a good job, let them know. They will appreciate words of encouragement.

Feedback

Informal and formal feedback, review meetings, and coaching activities provide opportunities for students to reflect on their performance, professionalism, and career goals with you, which is valuable for their ongoing learning and development. Regular feedback during the placement helps your student(s) stay on track and enables you to address any concerns as they arise.

Useful strategies to assist students in considering and reflecting on their emerging knowledge and skills may include:

- Asking open and closed questions to support students in reflecting on their performance.
- Using active listening skills to encourage reactive and positive thinking.

- Summarising and paraphrasing to help reflect on what has been said and check for understanding. This is particularly useful when students are reflecting on a situation, task, or challenge.

Be inclusive - some ideas

- Invite the student out for lunch with the team during their first week.
- Include them in key meetings and ensure they are introduced to staff.
- Include them in any work social events or celebrations you have planned – make sure they are included on the team email list.
- Introduce them to other students on placement or newly arrived graduates.
- Provide opportunities for them to expand their knowledge and skills (e.g., take them to meetings and have them take notes or minutes for you).
- Provide them with a buddy or mentor or give them the opportunity to shadow one of your team members for a period of time.

Placement Monitoring

We will be in touch with you and the student at regular intervals throughout the placement period and may also visit your organisation. We will seek feedback from you and the student and provide ongoing support as needed, and in line with [Tertiary Education Quality and Standards Agency \(TEQSA\) requirements](#).

If you have any questions or concerns throughout the placement, please contact the relevant [University Placement Contact](#). Regular communication will help us resolve any issues as they arise.

Emergency Procedure (Incidents, Hazards and Near Misses)

If a student is involved in an incident or accident during their placement:

1. Take immediate action to ensure the student is in no further danger and seek emergency medical attention or other help as needed.
2. Once the required emergency action is taken, either you or the student must contact the relevant [University Placement Contact](#) to report the incident.
3. If the incident occurs outside office hours, contact the University of Newcastle Campus Security Team on (02) 4921 5888 (24 hours) to report the incident. You will need to:
 - a. identify the student as a University of Newcastle career-ready placement student,
 - b. provide their name and student number (if known), and;
 - c. provide your name and the name of your organisation.

If the situation is life-threatening always call emergency services (Police, Fire, Ambulance) on 000 first, then contact the University of Newcastle Security Team.

AT THE END OF THE PLACEMENT

As the placement activity nears completion, review the steps below to ensure a seamless wrap up of the experience:

- **Completed and unfinished work:** Ensure the student has handed in all completed work and outline any unfinished work. If necessary, hand over unfinished tasks to employees who may be involved in their completion.
- **Farewell and thanks:** Allow the student the opportunity to farewell and thank other staff members for their contribution.

Students may also:

- **Professional networks:** Wish to establish ongoing professional networks with your organisation. If so, advise students on which colleagues are suitable to approach and provide guidance on how to do so (e.g., by email, coffee every couple of months, ad-hoc catch-ups, etc.).
- **References:** Ask for a reference. Students are advised that host supervisors are under no obligation to provide a reference, and you should only do so if you feel comfortable.

If you and the placement student decide to extend the placement beyond the scope required for the course aligned with their degree, the placement may no longer be considered a vocational placement under the [Fair Work Act 2009](#). In this case, the student will no longer be covered by the University for career-ready placement purposes. Both parties (the host organisation and the student) should consider whether an employment relationship has been formed and needs to be formalised through recognised employment.

ASSESSMENTS

The student will undertake their placement as an integral part of their degree. They will be assigned various assessment tasks related to their placement, which may require them to take notes and photos of their work and workplace. Assessment tasks may include:

- A reflective essay, journal, or presentation discussing placement learnings, challenges, and experiences.
- A self-evaluation of skills and professional development.
- A report providing a workplace and project outline, including goal setting.
- A report discussing workplace structure, culture, and environment.
- A career plan outlining career goals and aspirations in relation to the placement activity.

It would be helpful to check in with your placement student about the nature of their assessment tasks and keep in mind they will be managing multiple deadlines for other courses too. They may have some questions for you during this time, and your suggestions and professional guidance would be appreciated.

FREQUENTLY ASKED QUESTIONS

How can I create a positive placement experience for the student?

Provide the student with a structured induction at the beginning of the placement, discussing what the experience involves and mutual expectations. Engage with the student so they feel part of the organisation and can make a positive contribution by:

- Working with them to identify their learning objectives and an activity schedule that reflects the approved placement tasks, timelines and outcomes.
- Holding regular meetings with the student to review their work and provide constructive feedback.
- Including them in team meetings, lunches and other office activities.
- Meeting with the student in the middle and at the end of the placement to review the experience and give each other feedback.

How often should I meet with the student?

Your student will appreciate regular meetings to discuss their progress, review tasks, and provide feedback. Weekly or fortnightly meetings are ideal if possible. However, this is just a guide and can change depending on the structure of the student's placement. For example, the student might be full-time over a four-week period, or part-time over a longer timeframe, so adapt to suit.

How many hours must the student complete?

Students are required to complete the hours outlined in their course outline and agreed with you as the host supervisor, or your organisation. The number of days and hours per week can be negotiated with the student (this usually happens prior to the student commencing the placement).

Can I extend the placement beyond the agreed hours?

If you and the student decide to extend the placement beyond the scope required for the course aligned with their degree, the placement may no longer be considered a vocational placement under the [Fair Work Act 2009](#). In this case, the student will no longer be covered by the University for career-ready placement purposes. Both parties (the host organisation and the student) should consider whether an employment relationship has been formed and needs to be formalised through recognised employment.

If a placement involves paid work, then the student participating in the program is considered an employee and is entitled to the minimum wage, and all employment entitlements and provisions should apply. Paid placements can be extended in consultation with the student.

What if the student doesn't show up, regularly calls in sick, arrives late, or leaves early?

If a student does not attend their placement as agreed, has not contacted you, and you are unable to reach them, please get in touch the relevant [University Placement Contact](#). We will reach out to the student and provide you with an update.

If a student regularly calls in sick, arrives late, or leaves early, we recommend meeting with the student to review their behaviour, discuss expectations (including their roles and responsibilities while on placement), and provide feedback. If the behaviour continues or if you need advice on managing expectations, please relevant [University Placement Contact](#).

For ongoing concerns, please refer to Section 8 of the [Work Integrated Learning and Career-ready Placement Management Procedure](#).

What if I have concerns with the student's performance or conduct?

The University of Newcastle expects career-ready placement students to behave professionally and ethically while on placement. If you have concerns about a student's performance or conduct:

1. **Monitor and follow up with the student.** If the issue is minor and can be resolved directly, meet with the student to discuss key areas for improvement and set a timeframe for performance review.
2. **Escalate the concern if unresolved.** Get in touch with the relevant [University Placement Contact](#) to escalate the issue. They will follow up by meeting with the student separately or with you as the host supervisor. A Placement Support Plan will be implemented.
3. **Ensure compliance with the Placement Support Plan.** If they fail to meet the outcomes of the plan and their performance remains unsatisfactory, further intervention will be pursued, and the student may be withdrawn from the placement.

Refer to Section 8 of the [Work Integrated Learning and Career-ready Placement Management Procedure](#) for more information on managing unsatisfactory performance.

Do I need to complete an evaluation report?

Yes. The host supervisor evaluation report may vary depending on the discipline and placement course the student is enrolled in. This report is a mandatory requirement as it forms part of the student's assessment and allows the University to evaluate the outcomes of the placement and the student's performance.

What can I do to support the student after placement has finished?

You may choose to act as a mentor or coach once the student completes their placement. Connecting with the student on LinkedIn and providing a reference can also help them achieve their career goals. Referrals to colleagues within your organisation or elsewhere are valuable in helping the student kickstart their career.

TROUBLESHOOTING

While every effort is made to ensure students are well-prepared for their placement, occasional difficulties may arise as they adapt to the work environment. Should any concerns emerge, please get in touch with the relevant [University Placement Contact](#) immediately. The following suggestions may assist in resolving issues before they require escalation. **Remember, early intervention can help to ensure positive outcomes for both you and the student.**

Student is late, absent, or exhibits inappropriate behaviour

Explain to the student that their conduct and punctuality do not meet professional standards. Remind them of their obligation to comply with the standards of professional behaviour and reasonable directions as outlined in the University's [Work Integrated Learning Policy](#) and the [Work Integrated Learning and Career-ready Placement Management Procedure](#), and to adhere to the [Code of Conduct](#) at all times.

If the student has not notified you of their inability to attend the placement, and you are unable to contact them, please get in touch with the relevant [University Placement Contact](#). We will reach out to the student and provide you with an update.

If a student regularly calls in sick, arrives late, or leaves early, we recommend meeting with the student to review their behaviour, discuss expectations (including their roles and responsibilities while on placement), and provide feedback. If the behaviour continues or if you need advice on managing expectations, please get in touch with the relevant [University Placement Contact](#).

Refer to Section 8 of the [Work Integrated Learning and Career-ready Placement Management Procedure](#) for more information on managing unsatisfactory performance.

Student is injured during the placement

If a student is involved in an incident or accident during their placement, take the following steps:

1. Take immediate action to ensure the student is in no further danger and seek emergency medical attention or other help as needed.
2. Once the required emergency action is taken, either you or the student get in touch with the relevant [University Placement Contact](#) and report the incident within 24 hours.
3. If the incident occurs outside office hours, contact the University of Newcastle Campus Security Team on (02) 4921 5888 (24 hours) to report the incident. You will need to:
 - a. identify the student as a University of Newcastle career-ready placement student,
 - b. provide their name and student number (if known), and;
 - c. provide your name and the name of your organisation.

If the situation is life-threatening always call emergency services (Police, Fire, Ambulance) on 000 first, then contact the University of Newcastle Security Team.

Student is unable or unwilling to complete the work required of them

- Investigate any reasons why the student might be unable to complete assigned work.
- Confirm the student understands the task and has the necessary skills and competencies carry it out.
- Ensure the student has access to all required information and tools.
- Monitor the student's ability to prioritise tasks.
- Confirm the student's is following instructions.
- Check if the student has been assigned additional tasks by other staff.
- Assess timeframes realistically, considering the student's capabilities.
- Assess whether the assigned tasks are appropriately challenging for the student.
- Try not to confuse hesitancy with a lack of motivation.
- Enquire if the student is experiencing any other difficulties, whether related to the placement or otherwise.

TEMPLATES

The templates on the following pages are examples which you can customise to suit your workplace.

Induction Checklist

Before student arrives

- ☐ Prepare the student's work area (computer, telephone, stationery).
- ☐ Arrange building and IT access (including email account and access to relevant applications, systems, or networks).
- ☐ Contact the student with the following information (if not already provided in the offer letter):
 - ☐ Start and finish times
 - ☐ Reporting supervisor
 - ☐ Required equipment (if applicable)
 - ☐ Dress standards
 - ☐ Parking details (if applicable)
- ☐ Notify relevant colleagues and work units of the student's arrival, including:
 - ☐ Degree program
 - ☐ Brief role/project description
 - ☐ Placement duration and days per week
- ☐ Prepare an induction pack containing:
 - ☐ Day 1 induction schedule (see template)
 - ☐ Activity schedule (see template) – aligned with the placement description, outlining key activities, completion timeframes, and including regular supervision and feedback sessions.
 - ☐ Organisation structure overview (org chart if available)
 - ☐ Mission, vision, and values
 - ☐ Business unit strategic plan
 - ☐ Placement description
 - ☐ Relevant policies, procedures, and agreements (including WHS, emergency procedures, code of conduct, confidentiality, computer, internet, social media, and phone usage)
 - ☐ Performance expectations and review process
 - ☐ Any specific training requirements
 - ☐ Key contacts

Day 1

See [Day 1 Induction Schedule template](#).

Ongoing

- ☐ Discuss learning objectives.
- ☐ Review deliverables and timeframes.
- ☐ Provide supervision and feedback.
- ☐ Provide training (as applicable).

End of placement

- ☐ Meet with student to discuss the experience.
- ☐ Confirm the student's attendance and complete an evaluation form. This will be an electronic form sent to you by email for completion at the end of the placement.

Day 1 Induction Schedule

The below is an example only. Feel free to customise to suit your workplace.

Time	Item	Who
9.00am	☐ Welcome and introduce student to team	Supervisor
9.30am	☐ Provide workplace tour, pointing out facilities and amenities ☐ Show the fire exits and emergency assembly area ☐ Collect student's ID/pass (if applicable)	Supervisor / student
10.00am	☐ Student settles into workstation ☐ Provide access to relevant systems etc	Student
10.30am	Organisation overview: ☐ Organisation structure (supply org chart if available) ☐ Mission, vision and values ☐ Business unit strategic plan, including goals and objectives Role introduction: ☐ Overview and context of the role. Refer to expected outcomes. ☐ Activity schedule with proposed timeframes and outcomes ☐ Outline required training (if applicable) Discussion: ☐ Discuss the student's learning goals and incorporate into activity schedule	Supervisor / student
12.00pm	Lunch	Supervisor / team
1.00pm	Policies and procedures ☐ Work, health and safety (including first aid information) ☐ Emergency procedures ☐ Relevant policies (e.g., harassment and bullying, confidentiality, internet, email, social media, mobile phone usage) ☐ Specific training requirements ☐ Workplace expectations and requirements ☐ Student responsibilities	Supervisor
1.30pm	Review ☐ Review the activity schedule and materials provided ☐ Begin tasks as outlined in the activity schedule	Student
4.30pm	Reflection / catch up	Supervisor
5.00pm	Finish	Supervisor / student

Weekly Activity Schedule

The schedule can be used to track activities and expected outcomes. Meeting with the student on a regular basis to review their work and provide constructive feedback will help to create a positive learning experience.

Week/s	Activity / tasks to be completed	Proposed completion date
1 – 2		
3 – 4		
5 – 6		
7 – 8		
9 – 10		
11 - 12		

Placement Hours Log

You may wish to use this schedule to track attendance and hours completed throughout the placement. You will be required to sign off the student's attendance form at the completion of the placement (electronic survey sent via email).

Week commencing (insert Monday's date)	Days and hours worked	Total hours completed for the week
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
TOTAL HOURS		

Name	Signature	Date
Student:		
Supervisor:		

KEY CONTACTS

Insert key contact information below, e.g., Course or Placement Coordinator, Professional Experience Unit support staff, etc.

Name	
Position	
Phone	
Email	
Notes <i>e.g., contact for XX type of enquiries.</i>	

Name	
Position	
Phone	
Email	
Notes <i>e.g., contact for XX type of enquiries.</i>	

Name	
Position	
Phone	
Email	
Notes <i>e.g., contact for XX type of enquiries.</i>	